

## COGNITIVE BASES OF METAPHOR MODELING

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Cognitive science, united several scientific fields (cognitive psychology, linguistics, philosophy, modeling of artificial intelligence, etc.) has led to a “cognitive revolution” in modern science. The idea of cognitive science is that human thinking operates with mental cognitive structures. The great interest in the metaphor phenomenon determines the existence of many areas of metaphor research in philosophy, logic, literary criticism, psychology, semiotics, and linguistics. There are many classifications describing existing approaches to the study of metaphor.

The purpose of the article is to analyze various approaches to the study of metaphor and to identify the language potential of its modeling.

In modern science, there is a tendency to differentiate two approaches to the study of metaphor. These comparative theories, exploring the procedure of transfer or comparison in relatively closed semantic fields, the rules of metaphorical substitution, are mainly developed in the framework of traditional poetics (Y.D. Apresyan, N.D. Arutyunova, V.G. Gak, G.N. Sklyarevskaya, E.T. Cherkasova and others.). This direction is characterized by interest in the semantics and metaphor functions, the laws of the metaphorization process, its stylistic possibilities.

Researchers of metaphor attach great importance to the semantic side of metaphor, studying semantic processes that create metaphorical meaning, the structure of semes that make up a metaphor, the ratio of semes in the original and metaphorical meanings, the mechanisms of metaphor formation. The metaphor is characterized by “semantic bi-duality, which is formed on the basis of a latent comparison of the first phenomenon with others according to some features” [4: 9]. Semantic processes and categorization of naming transformations are embedded in the basis of logical relationships between the concepts. There is a tendency to understand the term “metaphor” very broadly, applying it to any kind of using words in an indirect meaning.

For some researchers, the important characteristics of metaphor are the derivative, the relationship between the primary and secondary meaning and the transference, the semantic movement, found during the formation of the metaphorical meaning.

The cognitive representations of reality, laid down in a metaphorical transference, are realized in concrete linguistic forms, which possess in the sentence certain semantic, emotional, informational and stylistic statuses and their functional characteristics.

In the framework of the traditional approach, attempts were made to classify types of metaphors. The most famous classification was proposed by N.D. Arutyunova, who distinguished four types of metaphor:

1. Nominative metaphor (the actual transfer of the name), consisting in the replacement of one descriptive value by another.

2. The figurative metaphor as a result of the transition of a descriptive value to a predicative value.

3. A cognitive metaphor which is a result from a shift in the compatibility of predicate words (transfer of meaning) and creating polysemy.

4. A generalizing metaphor (as an end result of a cognitive metaphor), “erasing, in the lexical meaning of a word, the boundaries between logical orders and stimulating the emergence of logical polysemy” [2: 366].

Along with the traditional semantic approach to the study of metaphor, in Western science there is a fundamentally different approach, based on the idea of the cognitive approach (M. Black, M. Johnson, J. Lakoff, R. Langacker, A. Richards, M. Turner, J. Fokionier ).

M. Black develops the concept of metaphor as an interaction; in his theory, metaphor is the result of the interaction of concepts, and not semantic meanings [1: 153-171].

According to the cognitive theory of the metaphor of J. Lakoff and M. Johnson, “the metaphor permeates our everyday life, not only language, but also thinking and activity. Our everyday conceptual system, within the framework of which we think and act, is essentially metaphorical” [4: 25]. Concepts that exist in the intellectual sphere of a person help to organize the perceived reality, including everyday details. This conceptual system plays an important role in determining human behavior in the world and contacts with other people. And as the conceptual system is largely metaphorical, the everyday experience of a person is determined by means of metaphor. However, the metaphoric nature of consciousness is not always realized by man, as in daily activities a person often acts automatically according to certain patterns. Identification of these schemes is possible referring to the language, because the thinking uses the same conceptual system, which is reflected in the language. Thus, language is an important source of data about mental structures.

J. Lakoff and M. Johnson propose to consider the metaphoric model as the main cognitive operation, the most important way of knowing the world by transferring the concept from one, usually concrete, sensory sphere to another, more abstract. As a result, the structure of the original sphere is transferred to the system of the sphere, subjected to metaphorical expansion. Cognitive studies of metaphor make it possible to describe ways of knowing and conceptualizing the world around us, to represent the elements of human consciousness as models through the analysis of language forms in which it is expressed.

A metaphor is considered an exclusively linguistic phenomenon, which is based on the similarity between the described objects and is used for aesthetic purposes. According to the cognitive approach, in the process of metaphorization, human knowledge is used to structure the primary and secondary values.

Thus, the interest in metaphor is due to the desire to comprehend the essence of figurative thinking, the definition of mechanisms, methods and models of

metaphorization, as metaphors play a huge role in cognition, conceptualization and representation of the world, are the most important component of cognitive and linguistic pictures of the world. Different approaches to the study of metaphor allow us to identify and describe the language potential of its modeling.

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## IMPROVING READING AND STYLISTIC ANALYSIS SKILLS

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**Reading** is a complex and many-sided linguistic procedure, an art requiring thoughtful, critical and laborious efforts. Language in literary texts is so subtle that the reader is supposed to understand between the lines, to see through emotive words, to judge the tone as well as structure of the text.

In view of this most tasks and assignments are meant to be given to help English learners acquire and master skills in a complex *linguostylistic analysis* which is so necessary for developing reading, writing and speech habits.

Thus, the students are suggested reading and analysing some extracts from literary texts of various genres and functional styles. Various as they are in form and content, they present different **kinds of prose writing**, which is traditionally divided into three main ones: **narration, description, exposition (explanation)**. They differ in their structural and speech peculiarities (forms).

If the guiding purpose of the writer is to tell a story developing in time and space, to convey what merely happened then we say the writing is **narrative**. It should be noted that there exists some terminological divergence in the use of the words “narration” and “narrative”. In research papers they are sometimes used as synonyms, as well as interpreted in English-English dictionaries or translated into Ukrainian or Russian ones.

To confirm these observations we give a very brief survey of different points of view on the problem. In “A Concise Glossary of Contemporary Literary Theory” by Jeremy Hawthorn (London, 1994, p.128–129) we read: